

Elementary School Improvement Plan Report
January 2006

School Name: **White Eagle Elementary School**

Address: 1585 White Eagle Drive, Naperville, Illinois 60564
 Phone: (630) 375-3600
 Principal: Mr. Ron Zeman
 School Improvement Team: Ron Zeman, Laurel Reints, Ann Cousins, Kathy Towle, Amanda Eischen, Vicki Hosko, Carolyn Scott, Rosanna Harpest, Patti Davey, Linda Dickey, Linda Vining

Enrollment and Demographic Data

	2002-03	2003-04	2004-05	2005-06
Total enrollment	659	654	657	
% White	78.9	75.1	72.8	
% Black	2.7	3.7	3.3	
% Hispanic	2.7	4.0	2.4	
% Asian/Pacific Islander	15.6	17.3	19.5	
% Native American	0	0	0.0	
Low Income rate	0.3	0.5	1.4	
Limited English Proficient Rate	3.9	2.1	1.8	
Chronic Truancy Rate	0.0	0.0	0.0	
Mobility Rate	4.8	4.7	5.8	
Attendance Rate	96.8	96.6	96.3	
% Parent Contact	100.0	100.0	100.0	
Average class size grade K	21.5	23.5	24.5	
Average class size grade 1	25.2	25.3	24.8	
Average class size grade 3	28	23	26.4	
Minutes per day teaching reading	150	150	150	
Minutes per day teaching math	60	60	60	

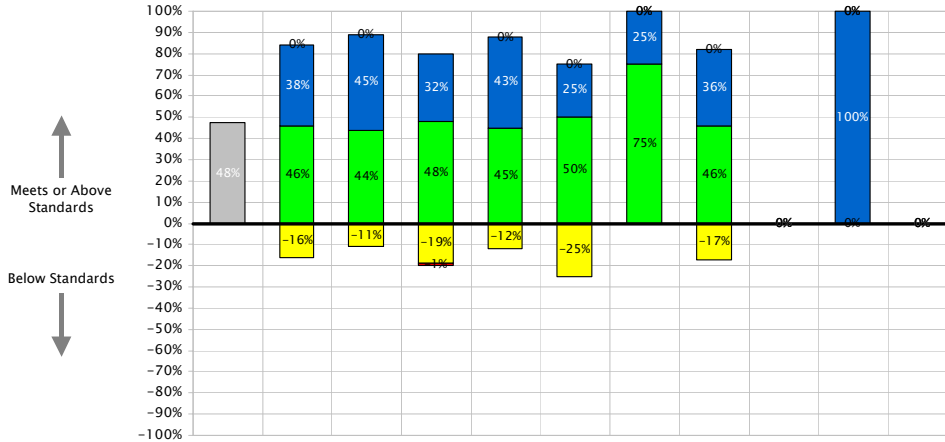
Practice and Program Audit Analysis Summary

Every year, White Eagle students participate in several community service projects. This past year, our goal was to establish 'signature' community service projects at each grade level while increasing the level of student involvement. The ultimate purpose is to have students really see the benefits of their efforts while reinforcing positive character traits, civic duty and citizenship. This past year, signature projects have been established. Although student involvement has been increased, it will continue to be a goal for next year.

State Assessment Data Gap Analysis

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ISAT Reading – Building NCLB Demographics. Year 2005.



	Goal	All	Female	Male	Asian	Afr-Am.	Hispanic	Caucasian	Native Am	Other	LEP
Exceeds		38%	45%	32%	43%	25%	25%	36%	0%	100%	0%
Meets		46%	44%	48%	45%	50%	75%	46%	0%	0%	0%
Below		16%	11%	19%	12%	25%	0%	17%	0%	0%	0%
AW		0%	0%	1%	0%	0%	0%	0%	0%	0%	0%
Proficiency	48%	84%	89%	80%	88%	75%	100%	82%	0%	100%	0%
Count		230	114	116	51	4	3	166	0	6	N/A

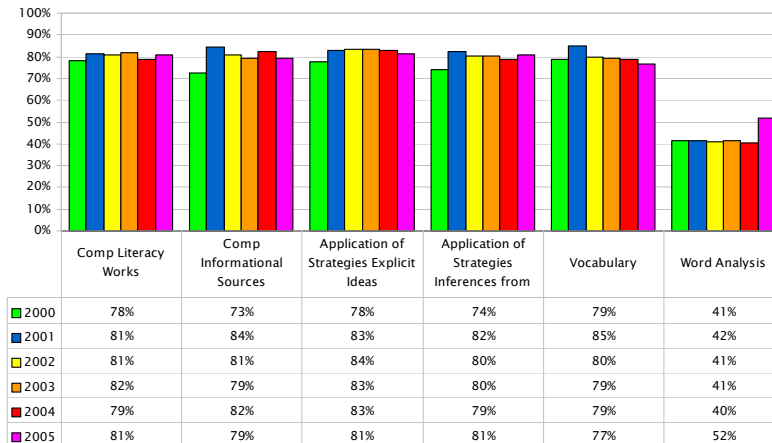
The following groups have less than 40 students: Black, Hispanic, Native American, Other. The following groups are below the goal proficiency level of 47.5%: Native American, LEP.



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ISAT Reading Standards Analysis.

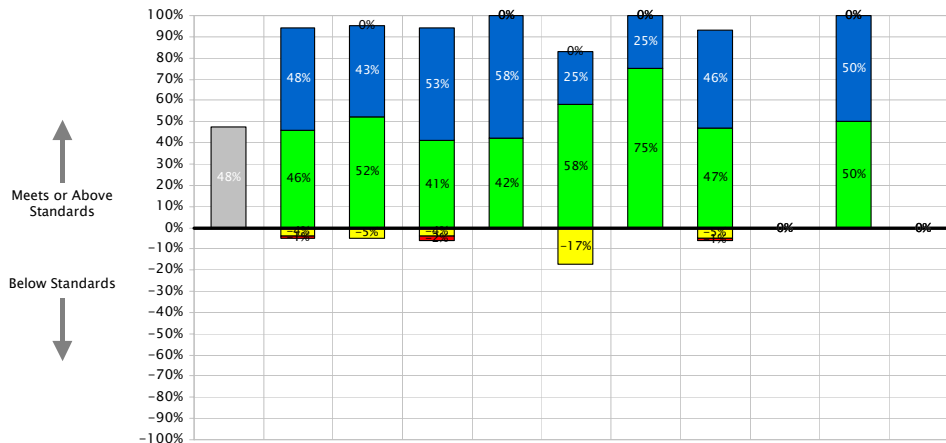
All grades combined from 2000 to 2005.
(% of multiple-choice items answered correctly)



*In reviewing the chart of "ISAT Reading Standards Analysis All Grades Combined", please note that the standard of Word Analysis reflects a test given only to third graders. The chart displays the average score as the average of third graders plus the average of fifth graders. The average score therefore is displayed incorrectly. The actual average score of Word Analysis should be double of what is displayed.



ISAT Math – Building NCLB Demographics. Year 2005.



	Goal	All	Female	Male	Asian	Afr-Am.	Hispanic	Caucasian	Native Am	Other	LEP
Exceeds	48%	48%	43%	53%	58%	25%	25%	46%	0%	50%	0%
Meets	47.5%	46%	52%	41%	42%	58%	75%	47%	0%	50%	0%
Below	0%	4%	5%	4%	0%	17%	0%	5%	0%	0%	0%
AW	0%	1%	0%	2%	0%	0%	0%	1%	0%	0%	0%
Proficiency	48%	94%	95%	94%	100%	83%	100%	93%	0%	100%	0%
Count		230	114	116	51	4	3	166	0	6	N/A

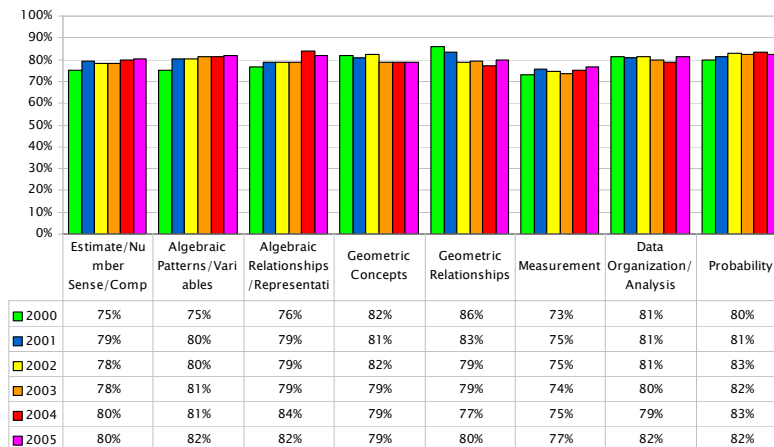
The following groups have less than 40 students: Black, Hispanic, Native American, Other. The following groups are below the goal proficiency level of 47.5%: Native American, LEP.



WHITE EAGLE ELEMENTARY

ISAT Math Standards Analysis.

All grades combined from 2000 to 2005.
(% of multiple-choice items answered correctly)



Algebraic Patterns/Variables: there is Significant Improvement from 2000 to 2005. Algebraic Relationships/Representations: there is Significant Improvement from 2000 to 2005. Geometric Relationships: there is Significant Decline from 2000 to 2005. (Change is significant if more than plus or minus 5%).



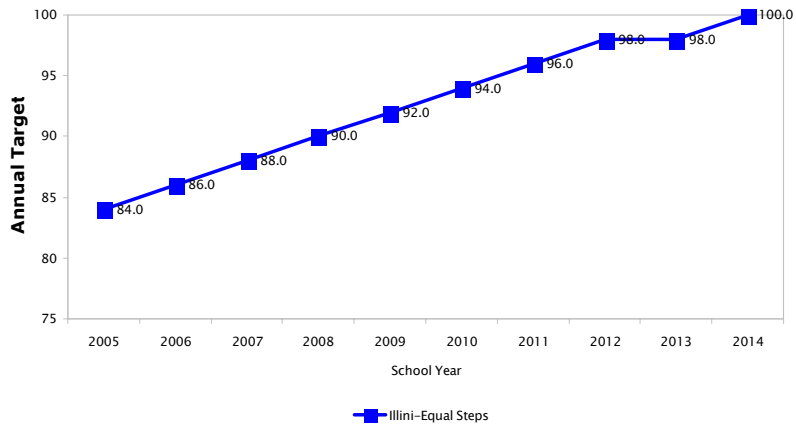
NCLB Adequate Yearly Progress Composite

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ISAT Reading Goal – Building Equal Step Model Toward 100% Proficiency.

Year 2005.

Illini–Equal Steps



The base 2005 score is: 84.0% Meeting/Exceeding in Reading.

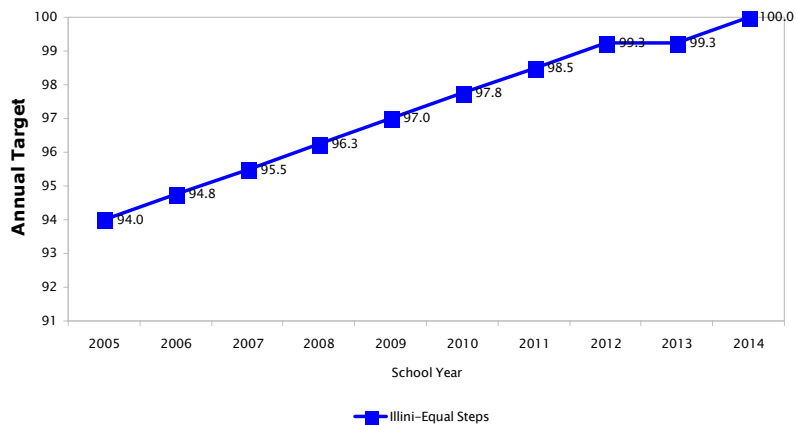


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ISAT Math Goal – Building Equal Step Model Toward 100% Proficiency.

Year 2005.

Illini–Equal Steps



The base 2005 score is: 94.0% Meeting/Exceeding in Math.



Action Plan

Goal 1: **All students will meet or exceed reading standards as measured by the Illinois State Assessments.**

Evidence of Need

For all students combined, 83% met or exceeded standards on the 2004 ISAT reading test.

1.1 Objective – All staff will receive ongoing staff development and continue assessment procedures and implementation of a balanced literacy model, which provides best practices and interventions to improve reading proficiency for all students.

Activities	Timeline	Responsibility	Evidence Source
1.1.1 Receive and review newly created curriculum binders. Overview provided by summer curriculum writers.	Aug. 2004	District Staff	Curriculum Day agenda, artifacts and synopsis
1.1.2 Data analysis with links to instruction. Team planning for use and implementation of Rigby and process instruction. Staff development provided to building support team on administration and interpretation of Rigby Benchmark system.	Sept. 2004	Principal, Reading Improvement Teacher	BAD Day agenda, artifacts and synopsis
1.1.3 Needs assessment conducted to determine staff development priorities.	Sept. 2004	Principal	Needs Assessment
1.1.4 Staff development provided on organization and administration of guided reading. Other processes throughout year.	Oct. 2004, ongoing	Teachers, Reading Improvement Teachers	Agenda, handouts and artifacts
1.1.5 Staff development provided on curricular connections of newly purchased books.	ongoing	LMC Director	Agenda, handouts and artifacts
1.1.6 Professional books purchased on Guided Reading and Vocabulary/Phonemic Awareness	Oct. 2004	Principal	Books
1.1.7 All students assessed on fluency/accuracy.	Sept. 2004	Staff	Data Spreadsheets
1.1.8 All students, (except K), leveled using Rigby Benchmark.	Sept./Oct 2004 & Spring 2005	Staff	Data Spreadsheets
1.1.9 Staff will administer/implement guided reading groups within their respective classrooms.	Ongoing	Staff	Teacher records, principal observations
1.1.10 Teachers incorporated flexible grouping to address varying needs of students.	Ongoing	Staff	Teacher records, principal observations

Activities	Timeline	Responsibility	Evidence Source
1.1.11 Provide guidance and orientation to staff for access to Scholastic leveled reading materials.	Ongoing	LMC Director, principal, reading improvement teachers	Books labeled and identified in LMC "book room" area
1.1.12 Teachers kept anecdotal records for student/parent feedback and to drive instruction appropriately.	Ongoing	Staff	Teacher records, principal observations
1.1.13 Observation Spreadsheet developed to encourage use of professional days for observing other teachers around district implementing various processes of literacy program.	Ongoing	Staff, Literacy Coaches, District 204 Elementary Principals	Professional Day Request paperwork, principal observations
1.1.14 Teachers attend Curriculum Training and Orientation at School Improvement Day and Institute Day.	March, 2005	Harcourt Brace Personnel	Agenda, handouts and artifacts

1.2 Objective – Data collection and evaluation to guide instructional/programmatic decisions.

Activities	Timeline	Responsibility	Evidence Source
1.2.1 Watchlists generated and disseminated to teachers based on ISAT data.	Nov. 2004	Principal	Watchlists
1.2.2 Watchlists generated and disseminated to teachers based on SAT9 data.	Aug. 2004	Principal	Watchlists
1.2.3 Administer ISEL to all K and new 1 st grade students.	Sept.- Oct. 2004	K Teachers, Reading Improvement Teachers, support staff	Database
1.2.4 Administer fluency and accuracy assessments to 2 nd – 5 th grade students.	Sept. 2004	2-5 Teachers	Database
1.2.5 Implement repeated readings with qualifying students to increase fluency.	Jan. 2004	Student Services, volunteer parents	Database
1.2.6 Administer fluency and accuracy assessments to 1 st grade students.	Jan. 2005	1 st grade teachers	Database
1.2.7 Implement cross-age tutoring program based on SAT9 data and teacher input.	year	Principal, support staff, teachers	Student records
1.2.8 Administer ISEL to all 1 st grade students.	Jan. 2005	Reading Improvement teachers, support staff	Database

Activities	Timeline	Responsibility	Evidence Source
1.2.9 Administer ISEL to all K and 1 st grade students.	May 2005	Reading Improvement teachers, support staff, K/1 teachers	Database
1.2.10 Administer Rigby Benchmark Assessment to all 1 st -5 th grade students.	Fall 2004 & Spring 2005	Teachers, support staff, reading improvement teachers	Database
1.2.11 Ongoing discussions as to how instructional decisions are impacted by Rigby Benchmark Assessment data.	Ongoing	Staff, principal	Faculty, School Improvement, and team meeting agendas/minutes
1.2.12 Ongoing discussions as to how instructional practices affect student reading achievement/progress.	Ongoing	Staff	Faculty, School Improvement, and team meeting agendas/minutes
1.2.13 Administer Gates-MacGinitie Reading Test to all qualifying students.	January 2005	Reading Improvement Teachers	Database, student records

1.3 Objective – Promotion of a literacy rich school/community environment.

Activities	Timeline	Responsibility	Evidence Source
1.3.1 All-school DEAR.	Monthly, some classes daily	staff	Calendar, memos, teacher schedules
1.3.2 Reading Buddies – cross-age ‘buddies’ pair up and read together.	weekly	K-5 teachers	Principal observation
1.3.3 Accelerated Reader	year	LMC Director, Reading Improvement teacher	Posted Signs, AR awards and recognition
1.3.4 Reading incentive program – “Read to Feed”.	Jan. – Feb. 2004	Program Committee, staff	Program materials, artifacts and products
1.3.5 Word Masters – An enrichment program for the development of vocabulary skills.	Jan.-May 2004	Gifted Teacher	Program materials, press release
1.3.6 Implement cross-age tutoring program for qualifying students.	year	Support staff	Roster, student tutoring folders

Activities	Timeline	Responsibility	Evidence Source
1.3.7 NVHS athletes come and read to all classes.	Feb. 2004	Principal, student services, Reading Improvement teacher	Press release, promotional artifacts
1.3.8 Word of the Day/Word of the Week – promotes vocabulary development.	year	1-5 teachers, LMC Director	Teacher, LMC Director lesson plans
1.3.9 Time for Kids & Weekly Readers – non-fiction reading materials.	year	1-5 teachers	Teacher lesson plans
1.3.10 Information literacy lessons – dictionary, encyclopedia, atlas, almanac, bibliographies, research, etc.	Ongoing	LMC Director	LMC Director lesson plans
1.3.11 Book talks, sharing literature and read alouds.	Ongoing	LMC Director	LMC Director lesson plans
1.3.12 Non-readers work with teachers/LMC Director to find books they like.	Year	LMC Director, Teachers	Checkout Logs
1.3.13 Surprise Reader – Parents scheduled to come in to classrooms unannounced to read to classes.	Year	1 st Grade Teachers	Lesson Plans; Parent Sign-In
1.3.14 Incorporation of Childrens’ Literature into art, music and PE classes that augment curricular focus.	Year	Specials Teachers	Lesson Plans
1.3.15 Word Wall Activities to reinforce systematic word study.	Year	K-5 Teachers; Support Teachers	Lesson Plans; observations
1.3.16 Reading Incentive Programs: Cougars Baseball Pizza Hut Book-It	Jan-Mar 05 Year	Grades K, 1, 3-5 Grade 2	Program materials, artifacts
1.3.17 Mystery Reader Raffle – Every 2 weeks, students guess which staff member has submitted their grade school picture, favorite book from that time, and expository about the book. Books given out as prizes.	Year	Principal, student services, staff	Pictures, memos, newsletters
1.3.18 Read Around the Clock – Guest readers read in a chair for 15-30 minute intervals throughout the day – DEC personnel, community members and selected staff participate.	Nov. 2004	Student Services	Invitation Letters and responses, pictures
1.3.19 Breakfast With Books – Students come before school with moms and dads to have light snack and be read to.	Jan. and Feb. 2005	Student Services	Letters, pictures and newsletters

Goal 2: All students will meet or exceed mathematics standards as measured by the Illinois State Assessments.

Evidence of Need

For all students combined, 95% met or exceeded standards on the 2004 ISAT math test.

2.1 Objective – All staff will commence third year implementation of *Everyday Mathematics* curriculum, which will improve the mathematics proficiency levels of all students. Fifth Grade teacher will begin 1st year implementation of EDM Curriculum.

Activities	Timeline	Responsibility	Evidence Source
2.1.1 EDM Training for new teachers and for 5 th grade teachers.	year	District staff	Agendas, handouts and artifacts.
2.1.2 Share effective EDM systems/procedures and techniques with colleagues.	Year	staff	SIT/Team Meeting Minutes
2.1.3 Train new teachers and reinforce to others how to effectively use progress profiles to monitor and report adequate progress to parents.	Year	Principal, Staff	Progress files.

2.2 Objective – Data collection and evaluation to guide instructional/programmatic decisions.

Activities	Timeline	Responsibility	Evidence Source
2.2.1 Watchlists generated and disseminated to teachers based on ISAT data.	Sept. 2004	Principal	Watchlists
2.2.2 Watchlists generated and disseminated to teachers based on SAT9 data.	Nov. 2004	Principal	Watchlists
2.2.3 Timed math facts assessment.	Ongoing	Grade 1-5 teachers	Teacher/principal records
2.2.4 Unit/quarterly tests administered.	Ongoing	Grade K-5 teachers	Records/district database.
2.2.5 Cross-age tutoring for those students who qualify.	Ongoing	Support Staff	Roster, student tutoring records
2.2.6 Parent volunteers to work with students as identified by teachers.	Ongoing	K-5 teachers	Parent volunteer lists.
2.2.7 Ongoing discussions as to how instructional practices affect student achievement/progress.	Ongoing	Staff	Faculty, School Improvement Team meeting agendas/minutes

Progress Summary

White Eagle Elementary School's 2005 School Improvement Plan has focused upon three goals: Maximizing the number of students who meet and exceed reading standards as measured by the Illinois Standards Achievement Test, (ISAT), maximizing the number of students who meet and exceed math standards as measured by ISAT, and establishing 'signature' community service projects at each grade level while increasing student involvement in such projects.

Student achievement is measured by a variety of instruments and methods. To report the progress of an individual student to parents/guardians and to determine student grades, the teacher will formally and informally evaluate the student through observations, work products, homework, tests, quizzes, and teacher/district assessments. The results from the Stanford Achievement Tests (SAT), administered in grades 2-5, and the Illinois Standards Achievement Test (ISAT), grades 3-5, are not used to 'grade' a student. These are used to measure student progress, compare a student's performance to national and state norms, and to guide program planning and improvement. As you can see from the 2005 ISAT results in this report card, White Eagle continues to score above the state and district averages. The same conclusion can be drawn when analyzing the SAT scores. The trend data has been consistent through the years and across grade levels and subjects.

We will continue to focus upon student learning and understanding in the core subjects and basic skills, while not forgetting the needs of the individual child. With our new reading materials, the teachers have additional resources for providing effective reading instruction. With a new program designed to increase math fact automaticity, student achievement in math will rise. Lastly, each grade level does have a 'signature' community service project. With the help of the PTA, students promote, advocate, and communicate the results of their efforts to the school-community.

I have committed our school improvement days and grade level and faculty meetings to carefully planning and evaluating the teaching of reading. A key to this process will be the advent of the Problem Solving Model in our school. This model will improve our skills and expand our knowledge in the areas of data collection and analysis, individualized student goal development and progress monitoring, and intervention and strategy implementation. A key to student achievement is clearly defining what we are teaching, delivering effective instruction, and evaluating both the student learning and the instruction. This is the process of school improvement to which we are committed.

Ron Zeman, Principal
White Eagle Elementary School